

TIME TABLES *

BY MISS ANNA McLELLAN, PUTNAM.

The teacher can set no higher aim before him than that of aiding his pupils to form correct habits of thought and action, and any means that will aid in this work should be used.

The teacher who insists upon a time for everything and everything in its proper time, is not only making his own work easy, but is helping his pupils to acquire habits which will tell upon their welfare in all after life.

For want of early training in order and punctuality, many persons are always making blunders and failures. I believe a time table not only aids the teacher in doing the school work in general systematically, but also aids in maintaining proper order.

To the conscientious teacher this question is constantly repeating itself: "How can I do better work?" Especially is this true in an ungraded school. How can we overcome these obstacles, viz:

1. Too many pupils. 2. Too many classes. 3. Limited time. 4. Too little "desk" work. 5. Too little change of position. 6. Irregular attendance. I suggest the plan of making a good time table. This teaches regularity and system to the child, leaves him suitable time for study, avoids hurry, makes interruptions no serious calamity, and gives the teacher opportunity to do his best work.

In the first place, I think the classes should be reduced to the fewest number possible. Then the lessons to be prepared should be *short* and the teacher accept nothing but thorough work.

Reducing the number of classes may be done by *joining* and *alternating*. Join by taking the reader as the basis.

The same language lesson, busy work, and drawing may be taken by several classes at once.

Alternate those subjects which may be most quickly learned or readily practised in other studies, such as reading, writing, taught and practised in every branch, physiology, largely taught incidentally, and geography, an observation study.

I think it best to write out a programme of recitations, time, and desk work. I believe that some teachers have found that it paid to write the time table on the board, explain, and have the pupils copy it.

By this way they know the exact time for changing books.

I think we should not dictate to senior pupils in regard to the manner in which the study hour shall be passed. When a child has reached the Third Reader he is old enough to plan his own work. Tell him what he is to do and be sure he knows how to do it. Then leave him to find the time.

Before we spend very many days in the school-room we find that all do not need the same length of time in which to prepare a lesson, therefore the brightest pupils should be encouraged to do broader work on the same subject. Let them prepare maps, essays, illustrations, etc., for the benefit of all in recitation. I find that the amount of work done often surprises me. Each child feels that no rule will prevent his doing all of which he is capable, and that he is a free and independent worker.

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